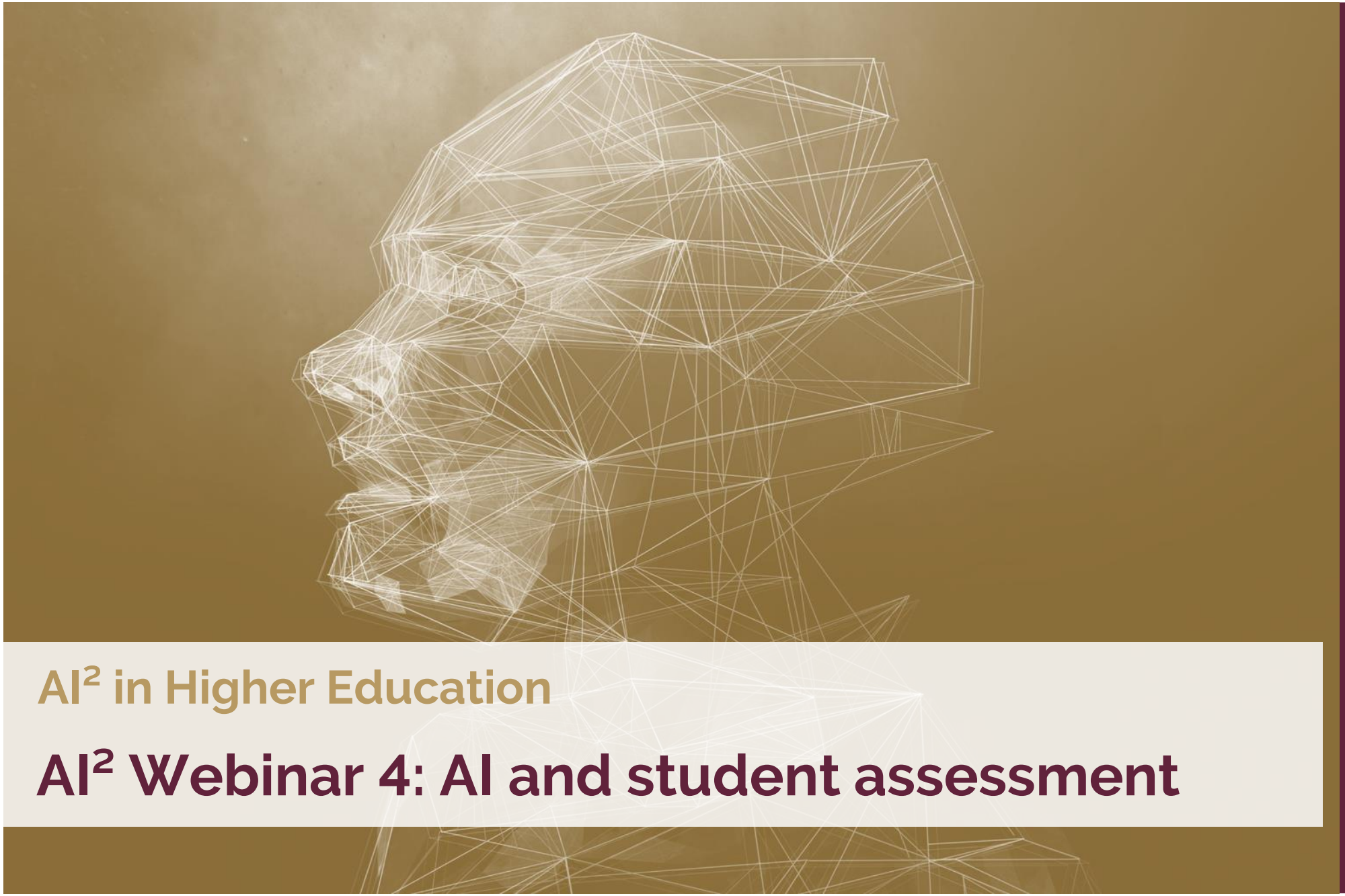

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sonke siya phambili
saam vorentoe

## AI² in Higher Education

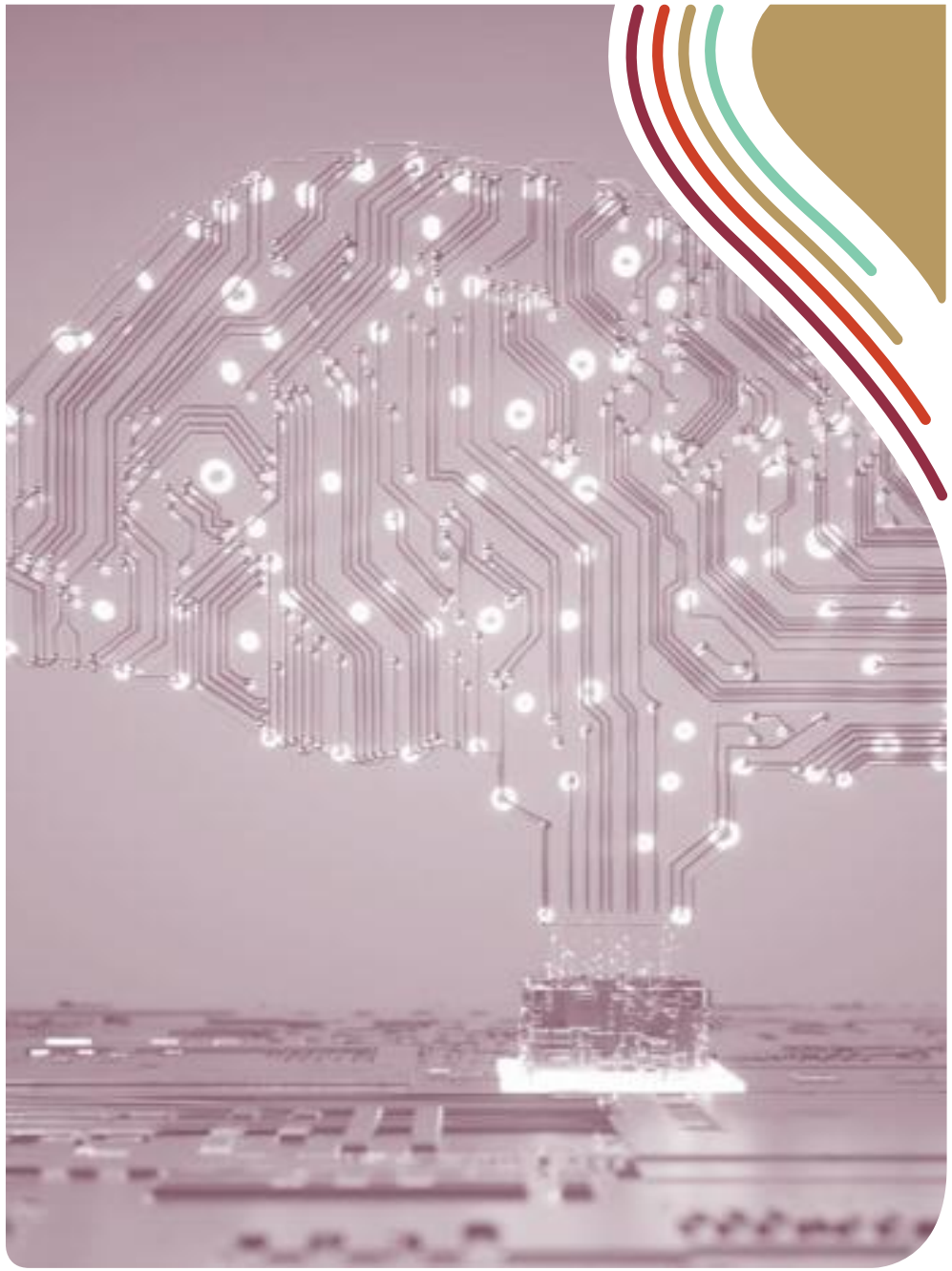
# AI² Webinar 4: AI and student assessment

Picture: PowerPoint AI

# AI² webinar 4: The presenters

**Dr Sharon Malan** is a regular speaker with a PhD in Educational Psychology. With extensive experience in academia, she has been a lecturer and Extended Curriculum Programme leader at the Faculty of Economics and Management Sciences at Stellenbosch University. She has received numerous prestigious awards in recognition of her outstanding teaching practices. She has presented at international and national conferences, focusing on topics such as assessment for learning and the development of problem-based learning approaches. Sharon's expertise lies in educational psychology, teaching methodologies, and optimizing learning experiences.

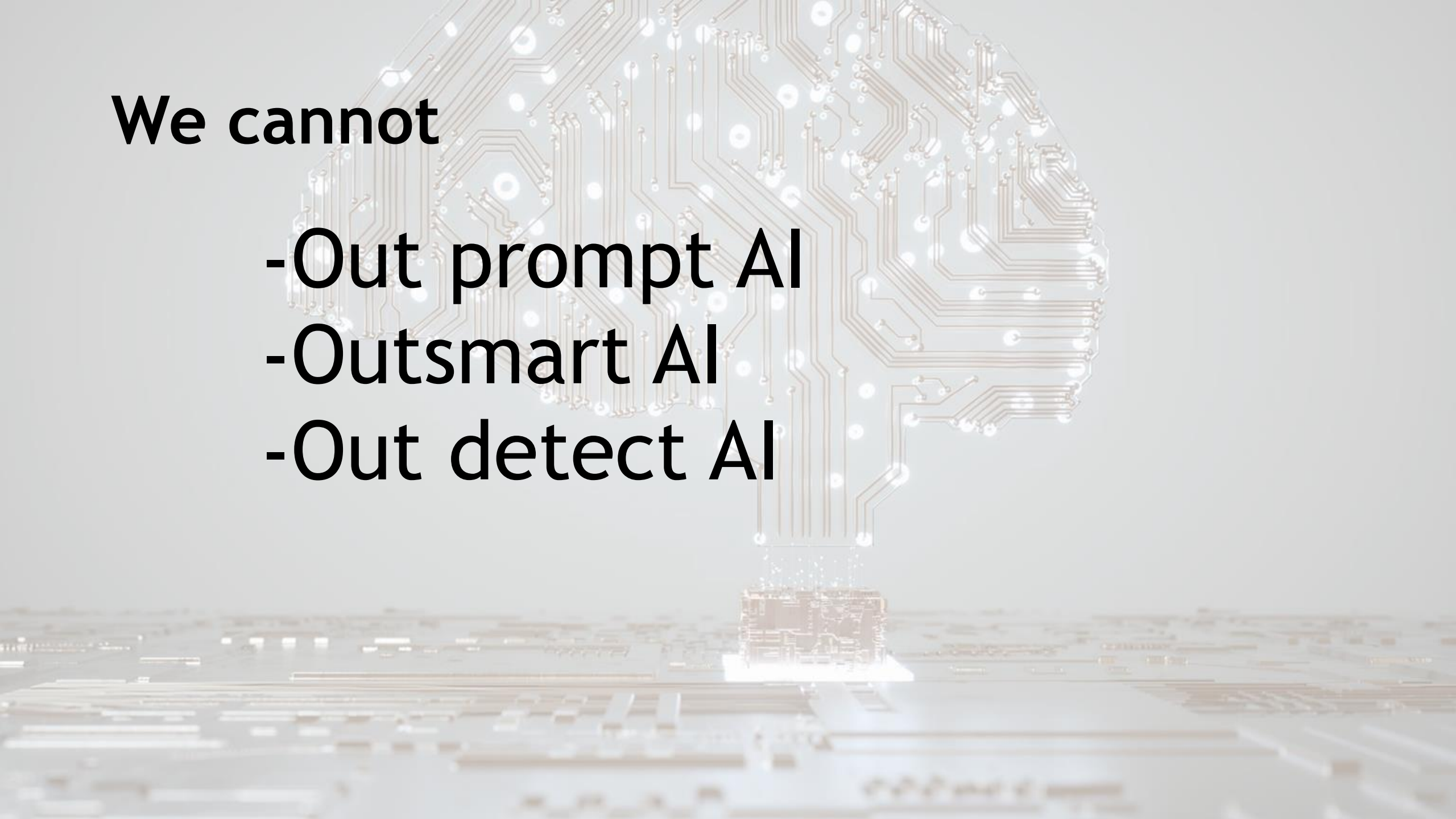
**Dr Hanelie Adendorff** is a senior advisor in the CTL at SU. She has a PhD in chemistry but has been working in professional development since 2002. Her career and professional development started with an interest in blended learning, but she has since included work in the areas of assessment, facilitation of collaborative learning, science education and, more recently, the decolonization of the science curriculum. As a member of the Faculty of Science's teaching and learning hub, she works with the Vice-Dean (Teaching and Learning) to enhance the status of teaching in the faculty. Since SU's move to emergency and augmented remote teaching, she has been involved with institutional research on assessment.



# In this session, we will discuss:

- What is the issue?
- Why does it matter?
- Where does it leave us?
- How do we respond?
- Q & A

Photo by Hanelie Adendorf and PowerPpoint AI


We cannot
-Out prompt AI
-Outsmart AI
-Out detect AI

# We need to

- Rethink assessment
- increase formative assessment
- decrease summative assessment
- focus on developing evaluative judgement

# Examples

- Anna Mills
- Sharon Malan
- Albert Strever
- Erica George

# We (almost) have

Draft guidelines for responsible and allowable AI use during assessment

- Cultivating academic integrity
- Principles
  - authenticity, accountability, transparency, fairness
- Declaring nature of use

**Transparency**

1. The SU Assessment policy advocates for transparency, with “students receive clear information about the assessment requirements against which their performance will be measured for the various assessment opportunities and assessment methods”.
2. In the submission of assessment tasks, detailing the process of using AI can help to safeguard students against unintentional wrongdoing, and aid in suspected cases of wrongdoing (plagiarism or aigiarism).

| **Lecturer** | **Student** |
| --- | --- |
| Clearly communicate guidelines for permissible AI use by students as well as the reasons for these guidelines.<br>Clearly communicate how AI tools will be used in assessment and how student data will be protected in line with POPIA (if applicable). | You should clearly and honestly declare the use of AI tools and their outputs as well as the extent of the use, i.e., refer to the 'search strategy' and rationale that informed this. Consider questions such as: why was this the most appropriate approach or option, what are the limitations, etc.? |

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# Thank you
# Enkosi
# Dankie

Photo by Stefan Els